



July, 2013

Dear Educators,

On behalf of all of MCESA, we are excited that you are using our content specific assessments in your school or district. We sincerely hope that the assessments help you to measure student achievement and provide useful information about student learning.

Attached are the item specifications that accompany each particular assessment. These item specifications can serve as a useful tool for curriculum mapping activities. To support your use of items specifications, we have a few important points to consider.

- The item specifications were written for a very specific audience and purpose. They serve as a bridge between the standards and the assessment. The item specifications define for test writers what counts as testable content from the standards. They delineate what could appear on a test or what should not appear on a test. Item writers used the item specifications to write test items.
- The specifications may use *i.e.* or *e.g.* when listing testable content. *E.g.* means that these things are eligible to be included on the assessment, but the test writer is not limited to them. They are examples. *I.e.* means that the test content is limited to only those items listed.
- Although the item specifications show that certain standards are not addressed on the MCESA content specific (multiple choice) assessment, this does not mean that teachers are not responsible for teaching those standards. Teachers are responsible for teaching all of the state standards.

For more information about how to use item specifications, please refer to the MCESA Assessment webpage for webcasts that explain in detail the assessment development process and the use of item specifications. Also look for announcements about face-to-face workshops related to instruction or assessment use. <http://education.maricopa.gov/site/Default.aspx?PageID=263>

Sincerely,

MCESA Assessment Department

Music Grade 3 – Item Specifications for Summative Assessment

Written by teachers working in collaboration with MCESA.

Code	Content Statement	Item Specifications	Depth of Knowledge Essence
S1C1-1	Singing rounds on pitch with an appropriate tone quality.	<p>Performance–based assessment only</p> <p>Total physical response assessment:</p> <p>Recommend a four-point rubric for assessment.</p> <p>Singing assessment: combine S1C1-1, S1C1-2, S1C1-3, S1C1-4, and S1C4-1.</p>	DOK 2
S1C1-2	Singing rhythmic patterns with words.	<p>Performance–based assessment only</p> <p>Recommend a four-point rubric for assessment.</p> <p>Singing assessment: combine S1C1-1, S1C1-2, S1C1-3, S1C1-4, and S1C4-1.</p>	DOK 1
S1C1-3	Reading and singing using syllable names.	<p>Reading portion of objective will be assessed on multiple-choice test.</p> <p>Syllable names refer to solfège.</p> <p>For item writing, include the following:</p> <ul style="list-style-type: none"> • five lines • no clef • no bar lines • Sol, mi and la only • Assume second line is always “sol,” but do not label it • four note combinations • no key signatures • no accidentals <p>Singing portion will not be assessed with multiple-choice items.</p> <p>Recommend a four-point rubric for assessment.</p>	DOK 2

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		Singing assessment: combine with S1C1-1, S1C1-2, S1C1-3, S1C1-4, and S1C4-1.	
S1C1-4	Responding properly to basic conducting cues. (e.g., start/stop).	<p>Performance–based assessment only</p> <p>Recommend a four-point rubric for assessment.</p> <p>Singing assessment: combine with S1C1-2, S1C1-2, S1C1-3, S1C1-4, and S1C4-1.</p>	DOK 1
S1C2-1	Playing music from memory.	<p>Performance–based assessment only</p> <p>Recommend a four-point rubric for assessment.</p> <p>Playing assessment: combine S1C2-1, S1C2-2, S1C2-3, S1C3-1, and S1C4-1.</p>	DOK 2
S1C2-2	Playing a simple ostinato accompaniment using dynamics.	<p>Performance–based assessment only</p> <p>Recommend a four-point rubric for assessment.</p> <p>Playing assessment: combine S1C2-1, S1C2-2, S1C2-3, S1C3-1, and S1C4-1.</p>	DOK 2
S1C2-3	Playing with correct rhythmic duration half notes, whole notes and corresponding rests.	<p>Performance–based assessment only</p> <p>Recommend a four-point rubric for assessment.</p> <p>Playing assessment: combine S1C2-1, S1C2-2, S1C2-3, S1C3-1, and S1C4-1.</p>	DOK 2
S1C2-4	Responding properly to basic conducting cues. (e.g., stop/start).	<p>Performance–based assessment only</p> <p>Recommend a four-point rubric for assessment.</p> <p>Playing assessment: combine S1C2-1, S1C2-2, S1C2-3, S1C3-1, and S1C4-1.</p>	DOK 1

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		Recommend a four-point rubric for assessment.	
S1C3-1	Improvising simple melodic phrases.	<p>Performance–based assessment only</p> <p>Recommend a four-point rubric for assessment.</p> <p>Playing assessment: combine S1C2-1, S1C2-2, S1C2-3, S1C3-1, and S1C4-1.</p>	DOK 3
S1C4-1	Creating a short song within specified guidelines choosing from a variety of sound sources (e.g., body percussion, found objects, non-pitched instruments, pitched instruments, computer generated sound sources).	<p>Performance–based assessment only</p> <p>Recommend a four-point rubric for assessment.</p> <p>Playing assessment: combine S1C2-1, S1C2-2, S1C2-3, S1C3-1, and S1C4-1.</p>	DOK 3
S1C5-2	Reading/decoding half notes, whole notes and corresponding rests.	<p>DOK 1 for identification of note names, rest names, and values.</p> <p>DOK 2 identifies a single note or rest in one measure of 4/4 time.</p> <p>Reading identifies note and rest value name.</p> <p>Decoding identifies values of note and rests.</p> <p>Includes previous grade level notes and rests, including: eighth notes in pairs, quarter notes, and quarter rests.</p> <p>Could pair corresponding note to rest or rest to note.</p> <p>Do not use a pair of eighth notes to compare to quarter rest.</p> <p>No syncopation.</p> <p>Do not mix notes and rests in the stem.</p> <p>Use single-line percussion staff.</p>	<p>DOK 1</p> <p>DOK 2</p>

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		<p>Could include pictorial representations/graphics.</p> <p>Could mix notes and rests in answer/distracters.</p>	
S1C5-3	Identifying the letter names for the lines and spaces of the treble clef.	<p>Lines: e, g, b, d, f Spaces: f a c e</p> <p>This standard is introduced in third grade and is repeated in fourth and fifth grades. Expectation is that upper grades would learn ledger lines and extension of the staff.</p> <p>Include treble clef with 5-line staff</p> <p>Use whole notes</p> <p>Compare terminology (given one note, choose which is the correct other note) moves difficulty to DOK 2.</p> <p>Octave notes (middle C to F on top line of staff).</p> <p>DOK 2 could also include identifying combinations of letters (clarify “looking from left to right . . .”). Could use word combinations.</p>	<p>DOK 1</p> <p>DOK 2</p>
S1C5-4	Reading and notating music using standard musical notation.	<p>Within a phrase, have students identify correct series of pitch names.</p> <p>Given a short phrase, ask for name of identified note/notes.</p> <p>Five-line staff with all correct symbols; e.g., clef, time signature, and bar lines (include double bar at end of phrase).</p> <p>No key signature, accidentals, phrases (these are 4th grade standards).</p> <p>Notating music not addressed in multiple choice.</p>	DOK 1/DOK 2

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		Singing or playing a simple song using standard musical notation addressed in S1C5-2 and S1C5-3.	
S1C5-5	Identifying parts/symbols in a musical score: dynamics, meter signatures.	<p>Identification of symbol or matching to name includes: time signature/meter signature (4/4, 2/4), repeat sign, bar line, double bar line, forte and piano, treble clef, and staff.</p> <p>Symbols need to be presented in context of a two to four measure example score.</p> <p>A single graphic example could have parts labeled or circled and students could answer multiple items from one example.</p> <p>If possible, have answers be symbols and the stem to include a vocabulary word, so there is only one vocabulary word in each item.</p>	DOK 1
S2C1-1	Performing a dance to a given piece of music that reflects its cultural heritage.	Performance–based assessment only	DOK 2
S2C1-3	Recognizing composers’ motivations for creating music	<p>Given an example of a life event (e.g., a parade, a baby sleeping, and a sad event), have student choose correct type of piece to be written (e.g., march, lullaby, and dance).</p> <p>A specific composer’s name will not be used.</p> <p>Avoid vocabulary that could have bias issues (holiday, etc.).</p> <p>Compare/contrast types of music based on description of music.</p>	DOK 1 DOK 2

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S2C1-4	Exploring and analyzing the relationship of music to language arts, visual arts, literature	<p>Performance–based assessment only</p> <p>Includes: rhyming patterns, literature that shows mood, literature that shows sequencing, music that tells a story (Peter and the Wolf), and literature that can be illustrated through music.</p> <p>Recommend a four-point rubric for assessment.</p> <p>Listening assessment: could be done with an essay.</p>	DOK 3
S2C2-1	Identifying music from various genres and diverse cultures.	<p>Second grade standard specifies songs of celebration, game songs, dance music, work songs, marches, and TV and movie sound tracks.</p> <p>Genres include: folk music, popular music, patriotic, classical, and jazz.</p> <p>Cultures include: Hispanic/Latin American, Island/African, Native American, and Asian.</p> <p>Have descriptors of musical styles.</p> <p>Matching/identifying instruments to their culture/genre.</p> <p>Must choose test items and answers which are not common to multiple cultures. Example: picture of a cultural instrumental group. Which culture would host this group?</p> <p>Use pictorial stem or answer as much as possible, to limit difficulties with vocabulary.</p> <p>Compare/contrast—does not have to include pictures.</p>	<p>DOK 1</p> <p>DOK 2</p>

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S2C2-4	Identifying different musical careers	<p>Descriptors of career, including music teacher, DJ, composer, conductor, an instrument repair person, music store owner, and piano tuner.</p> <p>Performing artist, including singer, instrumentalist, actor/actress, and dancer.</p> <p>Basic vocabulary match</p> <p>Compare/contrast, but not in multiple-choice items.</p>	<p>DOK 1</p> <p>DOK 2</p>
S2C3-1	Writing a story that is inspired by listening to a specific piece of music.	Performance–based assessment only	DOK 3
S2C3-2	Distinguishing music preferences (I like it because...) from music judgments (It is good because...).	<p>Performance–based assessment only</p> <p>May use CD</p> <p>Need to use academic vocabulary and supported opinion.</p> <p>Listening and writing</p>	DOK 2
S3C1-1	Identifying steps, skips, leaps and repeats within a given piece of music.	<p>Five-line staff must include authentic musical symbols.</p> <p>All examples within the 5-line staff; no ledger lines.</p> <p>Melodic interval, not harmonic.</p> <p>When writing test items, make a leap at least a seventh.</p> <p>Include a treble clef.</p> <p>When writing patterns, start on the same line or space in answer choices.</p>	DOK 1
S3C1-2	Classifying instruments as band, orchestra or classroom.	<p>Access varies from classroom to classroom, so we have limited instrumentation in a number of instruments that will be assessed.</p> <p>Typical settings for instruments should be used.</p>	DOK 2

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		Use pictures of instruments being played, rather than verbal descriptions.	
S3C1-3	Describing AB, ABA, and rounds.	<p>Items may be about finding musical patterns.</p> <p>Describe may mean show characteristics.</p> <p>AB form is characterized by two differing musical sections.</p> <p>Short example of notation should be used in stem.</p> <p>Should be pictorial or linear examples as much as possible.</p> <p>Do not have students identify an example of a round.</p> <p>Can have definition of round in the stem, and have students choose correct form in the answer.</p> <p>Could also be assessed with a performance assessment, such as an extended response that requires a rubric.</p> <p>Distracters/answers could be characteristics of form/style.</p>	DOK 2
S3C1-4	Describing changes in mood while listening to music.	<p>Performance–based assessment only</p> <p>May use CD</p> <p>Listening and writing</p>	DOK 2
S3C2-1	Discussing/explaining personal preferences for music (I like it because vs. it is good because...).	<p>Performance–based assessment only.</p> <p>May use CD aural only</p> <p>Listening and writing</p>	DOK 3
S3C2-2	Listening attentively while others perform and showing appropriate audience behavior for the context and style of the music performed.	<p>Performance–based assessment only</p> <p>May use CD</p> <p>Listening</p>	DOK 1